

# **Equal Opportunities Policy**

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**Brooke House College**

2021/22 Version

## 1. Introduction

- 1.1 Promoting equal opportunities is fundamental to the aims and ethos of Brooke House College. We welcome pupil and staff applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world, and offering staff a working environment free from discrimination. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.
- 1.2 Brooke House College is committed to equal treatment for all, regardless of an individual's age, disability, gender reassignment, marital or civil partner status, part time status, pregnancy or maternity, race [including refugees], colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation and union membership status ("**protected characteristics**").
- 1.3 As a school we believe that the educational experience can only be enriched if pupils are exposed to as wide a range of cultural experiences as possible whilst they are developing.
- 1.4 We also welcome applications from pupils with special educational needs and disabilities, and refer parents to our policy covering Special Education Needs & Disabilities (SEND), learning difficulties, and disability.
- 1.5 Bursaries are offered in order to make it possible for pupils who meet the school's admission criteria to attend the school. Details of our provision for Bursaries can be found on our website or obtained from the Admissions' office.

## 2. Code of Conduct

- 2.1 The Principal, the Senior Management Team (SMT), Residential Tutors, designated safeguarding director, DSL, DDSLs and the Matron play an active role in monitoring the implementation of Brooke House College's policy on equal opportunities. Use is made of assemblies, PSHE, and other lessons to:
- 2.1.1 Promote tolerance of each other and respect for each other's position within the school community;
  - 2.1.2 Promote positive images and role models to avoid prejudice and raise awareness of related issues;
  - 2.1.3 Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures. Bias should be recognised;
  - 2.1.4 Understand why and how we will deal with offensive language and behaviour;
  - 2.1.5 Understand why we will deal with any incidents promptly and in a sensitive manner.

- 2.2 Harassment in all its forms is unlawful and unacceptable; our behaviour and anti-bullying policies contain clear procedures for dealing with unlawful discrimination. All our staff receive anti-discrimination training and the teaching and medical staff attend regular INSET sessions on the subject.
- 2.3 All college staff have a duty of care not only to our pupils, but to colleagues as well. Policy statements regarding equal opportunities, non-discrimination, non-harassment, non-victimisation and anti-disability discrimination are clearly laid out in the staff handbook, along with grievance procedures.
- 2.4 A successful equal opportunities policy requires strong and positive support from parents and guardians, and full acceptance of the school's ethos of tolerance and respect.

### 3. **Monitoring**

- 3.1 Brooke House College monitors its equal opportunities policy regularly and reports to the proprietors in order to ensure its effectiveness.

### 4. **English as an Additional Language**

- 4.1 In order to cope with the academic and social demands of Brooke House College, pupils must show the appropriate level of spoken and written English for their chosen pathway. The four pathways at Brooke House College are:-
- 4.1.1 GCSE leading to A Level. Spoken and written English have to be sufficient to all the pupil full access to their pathway as well as gaining subsequent entry to university with that institution's conditional IELTS pass.
  - 4.1.2 University Foundation Programme. Spoken and written English have to be sufficient to allow pupils full access to their pathway as well as gaining subsequent entry to university with that institution's conditional IELTS pass.
  - 4.1.3 Intensive English. Pupils will join at an appropriate entry level based on their level of spoken and written English. **They will join CAIE English courses according to ability as defined by a pupil's CEFR level.**
  - 4.1.4 Football Academy. Spoken and written English have to be sufficient to allow full access to their pathway as well as gaining subsequent entry to university with that institution's conditional IELTS pass **OR** Pupils will join at an appropriate entry level based on their level of spoken and written English. **They will join CAIE English courses according to ability as defined by a pupil's CEFR level.**

### 5. **SEND**

- 5.1 Where pupils have physical and/or learning disabilities, the College will ensure that:
- 5.1.1 Whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled pupils can gain access to the curriculum; and
  - 5.1.2 The College works effectively with local services and agencies, providing

coherent support The College also has a Disability Policy, which provides more detail.

## 6. **Gender**

6.1 The College will seek to ensure its Gender Equality Duty as defined in the Equality Act 2010 by:

- 6.1.1 Seeking to eliminate harassment and discrimination
- 6.1.2 Offering all pupils regardless of their gender the opportunity to participate in co-curricular activities, or trips
- 6.1.3 Monitoring bullying and harassment and use this information to determine future policy
- 6.1.4 Ensuring that stereotypes in terms of gender are actively challenged in both the classroom environment and around the school
- 6.1.5 Ensuring the school environment is as accessible and welcoming as possible to pupils, staff and visitors of all sexes, and those transitioning.

## 7. **Race, including refugees**

7.1 Racial aspects will be considered at the College, particularly when:

- 7.1.1 Recruiting staff
- 7.1.2 Allocating teaching and learning responsibilities
- 7.1.3 Re-evaluating staff structures
- 7.1.4 Managing flexible working
- 7.1.5 Managing parental leave
- 7.1.6 Managing pregnancy and return from maternity leave
- 7.1.7 Sexual and sexist harassment
- 7.1.8 Applying grievance, capability and disciplinary procedures
- 7.1.9 Managing Equal Pay
- 7.1.10 Managing work based training opportunities
- 7.1.11 Making appointments or selecting pupils for aspects of college life such as teams, school council and other pupil bodies

7.2 Managing Racist Incidents

The College expects all staff and pupils, where appropriate to:

- 7.2.1 Deal with any racist incidents that might occur
- 7.2.2 To know how to identify and challenge racial and cultural bias and stereotyping
- 7.2.3 To support pupils in their class for whom English is an additional language; and
- 7.2.4 To incorporate principles of equality and diversity in all aspects of their work

7.3 Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the College. The display of such materials is regarded as discriminatory behaviour. All racial incidents must be reported to the Principal.

## 8. **Recruitment and selection**

8.1 Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination.

## 9. **Dress Code**

9.1 We do not select pupils for entry, or staff, on the basis of religious belief, and we welcome pupils and staff of all faiths and none. We offer the opportunity for Christians, Jews, Hindus, and Muslims and other faiths to practise their own faiths. They may therefore dress accordingly in line with their religious beliefs.

## 10. **Complaints**

10.1 We hope that parents, pupils and staff do not have any complaints about the operation of the college's equal opportunities policy; but copies of the school's complaints procedure can be sent on request or accessed from the website.

## 11. **Responsibilities**

### 11.1 Pupils

11.1.1 Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, remaining receptive and respectful towards other identities

11.1.2 Every pupil should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society, and in the wider context of an inter-dependent world.

### 11.2 Staff

11.2.1 All staff familiarise themselves with this policy to understand responsibilities towards pupils and colleagues, providing an appropriate learning experience for all pupils

11.2.2 All staff utilise the policy when planning teaching and learning strategies, including behavioural issues. Educating pupils against any form of prejudice or negative stereotyping

11.2.3 The College will monitor progress of its Equal Opportunities Policies and every two years

11.2.4 The College will challenge any discrimination with a view to eliminate unlawful discrimination

11.2.5 All Directors and Board members will ensure that the requirement to promote equality is clearly reflected in the management of staff and pupils

11.2.6 The SMT will ensure appropriate arrangements are put in place to monitor and raise the performance and aspirations of potentially disadvantaged pupils and staff

<b>Authorised by</b>	resolution of the Board of Directors
<b>Signed</b> .....	
	On behalf of the Board of Directors
<b>Date</b>	August 2021

### Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
September 2016	MCO / RP	Incorporated into policy as part compliance review – Spring 2016	Dropbox – SMT – Policies Final
July 2018	MCO	Amended SEN to SEND	Dropbox – SMT – Policies Final
July 2019	MCO	Amended to incorporate equal opportunities for pupils & staff, not just pupils	Dropbox – SMT – Policies Final
July 2021	MCO	Updated to reflect changes in CAIE English examinations	Dropbox – SMT – Policies 2021-2022

### Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
July 2018	MCO	July 2019
July 2019	MCO	July 2021
July 2021	MCO	July 2022